

International Perspectives on SDG #5 Gender Equality
State University of New York, The College at Brockport
3 Credits



Course Description:

The UN Sustainable Development Goals (SDGs) have been called the roadmap to a sustainable future by addressing complex challenges facing countries and people around the world. This course will introduce students to the history and development of the SDG Goal #5 Gender Equality while exploring themes and issues of Girl's Education and LGBTQIA+ Identities and Freedoms as these relate to this particular SDG goal. Students will apply the insights gained to a collaborative project focused on the SDG #5 Gender Equality with an international community-based, non-profit organization (NGO), Hope Revival Children's Organization in the Mara Region of Tanzania.

Course Materials:

Miliann Kang, Donovan Lessard, and Laura Heston (2017)

Introduction to Women, Gender, Sexuality Studies

Accessible here:

<http://www.oercommons.org/courses/introduction-to-women-gender-sexuality-studies/view>

Additional readings and media related course materials linked by assignments

Students Who Complete this Course Successfully will be able to:

- Create a personal definition of sustainability and cite examples that support it
- Analyze the usefulness of the SDGs as a framework for action towards a more sustainable and equitable world from both a local and global perspective
- Explore and critically examine the issues and themes of SDG #5 Gender Equality through the lens of Girls Education or LGBTQIA+ Identities and Freedoms.
- Develop, implement, and contextualize a storytelling based project in collaboration with an international community-based or nonprofit organization whose work addresses SDG #5

WHAT TO EXPECT:

- You are smart and interesting and I like you. I am excited about the course format and its potential to impact the UN SDG as it relates to learning about and achieving gender equality outcomes in a global context. This is your win.
- My course materials are designed to prompt discussion. Reading through course notes and interacting with assigned course materials will facilitate your learning.
- The readings and media I assign are central to this course. I have selected these materials with care and attention and strategically use them to form and direct the content of each module. In order to participate fully in this course, you must complete the assignments.
- You have poetic license to use your interests and creativity for completing your final course project. You can choose an artistic expression of research just as easily as a linear research project.

STUDENT OBLIGATIONS:

This is your course. Rather than being simply consumers, I expect you to play an active role in producing the class. Four general rules should guide your contributions:

1. **Interact and Participate.** I want to know and hear your voice. The course introduces real-life topics that require dissection, discussion, argument, and engagement. Here, I calculate discussion posts into your participation grade, which factor into your final grade.
2. **Read, Watch, Listen, and Reflect.** Reading text and viewing and or listening to media forms the basis for your class participation and enables you to develop an informed point of view. I expect you to examine assigned material and respond to discussion forums where you share your reactions on what you think about what you read, listen to, or watch. Engaging with the assigned coursework will pique your interest and allow you to actively shape the course.
3. **Respect Others.** A certain extent of the course is value-oriented and requires you to express opinion-based thinking regarding the material that you study. Here, respect for difference is an essential ground rule for discussion. We will not always agree with one another, but opposing voice has important validity and place in the course. With respect for difference, counter thinking opens dialogue and provides opportunities to consider and understand diverse perspectives. Respect for others and appreciation of difference are cornerstones of my teaching/learning philosophy. Please abide by this code of respect while interacting with other class members.

GRADING AND ASSIGNMENTS

All course assignments/expectations carry allocated points that I use collectively in calculating your final grade. Unless otherwise noted, I assess all assignments using a 100-point scale with associated letter grades determined based on the grading scale as listed on this syllabus.

Assignments and Grading

There are three main components to this course:

1. Participation in discussions with students in your section and with your international community-based partner Hope Revival Children's Organization (HRCO) in Tanzania;
2. A reflection paper addressing important issues/strategies to address issues inn SDG #5\;

3. Your project proposal and final project with your NGO partner, HRCO.

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Discussion/Participation	25%
Reflection Paper on Issues and Strategies for your SDG	25%
Project Proposal and Final Project	50%

Participation and Graded Discussion: 25%

Participation in graded discussion forums is a key part of this course. You will be asked to create a discussion post and comment on postings from your peers. Please follow our course schedule in this syllabus as well as see the course information page in Blackboard for discussion topics and due dates, and be sure to follow the directions in the discussion prompts. Remember that a discussion in an academic forum is different from a comment section on a website. You may wish to draft your reply, and review it for content, critical thinking, tone, spelling, and so on. Please be sure to review the netiquette guidelines posted below.

Graded Discussions:

Select one of two thematic lens: Girl's Education or LGBTQIA+ Identities and Freedoms. The first graded discussion A is the same for both of these lenses.

Following this, each lens has three graded discussions. You are only responsible to complete one lens and the discussion posts for that lens. You are welcome to look at the instructional material in each lens, but remember, you are only responsible for the material in one of two lenses.

Discussion A: Due 7/17 for both LGBTQIA+ and Girl's Education Lens

Choose one Lens:

Discussion 1: Due 7/20; Response to another student's post due 7/21

Discussion 2 Due 7/22; Response to another student's post due 7/23

Discussion 3 Due 7/24; No additional response required.

Reflection Paper: 25% Due 7/28

Researching Hope Revival Children's Organization (HRCO):

Information on our partner, HRCO, is posted in Blackboard. Review the information provided in our folder. Find resources (on the Internet or through your personal connections) that inform you about the context of this organization, for example, dominant language(s), cultural characteristics of the Mara region in Tanzania, economy, transportation, and other logistics, etc. Post a brief reflection summarizing what you find and ways this information links with the UN SDG#5 Gender Equality. In your paper, please consider the three HRCO project initiatives: Sanitary Pad Project, Hygiene Water Curriculum, or Entrepreneur Narratives, and which if these areas are most interesting to you and why.

Please conclude with information on how you will use this in your project proposal and final project. Please feel to include visuals or media in your paper.

Upload your paper in this assignment Dropbox.

Final NGO Project: Hope Revival Children's Organization (HRCO) 50%

Project Proposal Due 7/31

Final Project Due 8/10

Our partner NGO, HRCO, is posted in our section in Blackboard. Please review and use your reflection paper and continue to look at the information on HRCO in the Project folder. Consider the meeting notes and communication we have had with the HRCO Director.

Project Proposal:

In your Project Proposal, summarize what you have learned about the HRCO. Indicate which of the three NGO Project Teams (sanitary pads, hygiene/water curriculum, entrepreneur narratives) that you would like to engage in and what story telling device (Video, Podcast, Narrative, Infographic, etc.) that you would like to employ. Also, tell us what role you would like to play in designing and completing the group project. Are you good as a project leader, researcher, artistic director, behind the scenes script writer or content developer? In other words, you will be developing this project in small groups, so how can you best contribute to the team. The proposal should include:

1. Brief summary of the NGO and its country/region location (You can use the information you gathered in your reflection paper) .
2. The HRCO area (sanitary pad project, water hygiene curriculum, women enterpriser profiles),where you wish to focus your project.
3. A question or questions that you wish your work to answer
4. Team members and the role of each member.
5. The visual format that will complement your project, i.e., a video or infographic as example
6. The 5-10 academic sources that are you using to inform your research and a brief annotation of each.

Your proposal is due July 31. Ask questions of your peers and respond to questions asked of you throughout the project development phase.

Final Project:

You will plan, develop, and carry out a project with other students in collaboration with our international NGO partner, HRCO. You will conduct your final project in small groups and will include the story of the NGO per the issue they identify. You will work together, along with the NGO partner to define the scope of the project, assign group roles, and check progress on the project. More details on project development is available in you Project Folder on Blackboard. Your Final Project is due August 10.

Course Organization

Course content is organized in folders. One folder gives an overview of the SDGs and others correspond to a particular lens on the SDG. In each of these folders, you will find learning modules that frame issues related to SDG Goal #5 as seen through the lens of Girl's Education or LGBTQIA+ Identities and Freedoms.

The purpose of studying issues through a particular lens is to give you an idea of the variety and complexity of the SDG, while highlighting strategies and approaches to addressing these issues.

In your section, you will have discussions that will allow you to interact with your peers who may be looking at the SDG through other lenses. This multiplicity of views provides you an overview of the breadth of issues in our SDG and how they can be addressed.

As mentioned earlier, you will need to select one lens and work through the content in that folder. You will have access to all of the folders, and you are welcome to study multiple lenses, however, you are only responsible for selecting one lens and completing the content in that folder.

Lenses and Topics

Lens: Girls Education

- Identify significant issues and perspectives in gender equality and the empowering of women and girls
- Explore barriers to accessing girls education
- Explore the relationship between girls education and gender equality
- Identify important debates and discussions among international feminist scholars and activists on the topics of girls education and women's empowerment
- Explore and examine intersections of gender, race/ethnicity, caste, class, religion, sexual orientation, political affiliation, age, ability and place through literature, media and study of selected communities
- Identify and examine assumptions and beliefs in relation to new experiences
- Engage in critical reflection on feminist praxis in a transnational context
- Engage with perspectives different from their own to develop better understanding of self in relationship with others in global contexts
- Learn to recognize more consistently and with greater integration impacts of cultural contexts on identities
- Explore how overlapping systems of power complexly interact in varying cultural contexts.
- Develop perspectives on ethical responses to social issues in local, national, and global contexts

Lens: LGBTQIA+ Identities and Freedoms

- Distinguish between the terms "sex" "gender," "sexuality."
- Categories of social identity
- Biological and social constructs of gender
- Discrimination
- Gender Equality
- Expression of Identity and culture
- Global systems of power and oppression
- Ways SDG5 seeks to remedy gender inequality
- Marriage equality
- Institutionalized systems, identity and equality
- Heteronormality
- Discrimination, human rights, and public and private hate
- Legal protections in the US and around the world

Schedule of Course Activities

July 16-17

July 16.

Participate in the Icebreaker introduction and select your lens by the end of the day, Thursday

July 16.

Readings: As listed for your selected lens

Discussion A: Due 7/17 for both LGBTQIA+ and Girl's Education Lens

July 20-24

Readings: As listed for your selected Lens

Discussion 1: Due 7/20; Response to another student's post due 7/21

Discussion 2 Due 7/22; Response to another student's post due 7/23

Discussion 3 Due 7/24; No additional response required.

July 27-31

Project planning and information gathering with your NGO partner.

Note: Your group will be planning and developing this project together. Your particular role will be decided as the project is planned. You are expected to participate in meetings with your partner NGO, with other students in your group, and with your facilitator, and to be an active participant in discussions in the project folder. Summary notes from conversations with your partner should be posted in the project folder and will be counted towards your participation grade.

Assignment: Project proposal. Details will be available on Blackboard You will submit a copy to your Intercultural Storytelling facilitator for feedback.

August 3-7

Project work. You will be working on your project with other students and with your NGO partner. Your final project will need to be submitted and uploaded by August 10

August 10-14

Discussion Activity: Reflection on SDG #5, Gender Equality

Final project submitted and uploaded by August 10.

College and Course Policies:

Academic Integrity: Students are required to observe all college regulations concerning academic integrity. It is important for students to understand that the College faculty and staff value student honesty and integrity. Academic dishonesty, "cheating" and other forms of misrepresenting others' work as your own, such as plagiarism, are considered serious breaches of academic integrity and are major violations of the standards of ethical behavior that the College expects from all its students. When detected, as it often is, academic dishonesty can result in a range of disciplinary actions including failure on an assignment, failure of a course, or even

Conduct Dismissal from the College. Records of disciplinary actions for dishonesty are kept and conduct dismissals are noted on College transcripts. The best rule is to assume that instructors expect all work (exams, papers, projects, etc.) submitted for grading to be entirely your own, done without collaboration. If the instructor allows or desires collaboration, you should assume that the instructor will make that clear in the assignment. If the instructor has not explicitly stated that collaboration is permitted, all work submitted should be entirely your own.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. Student Accessibility Services makes this determination. Please contact Student Accessibility Services at (585) 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing any approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Student Accessibility Services to meet the needs of students with disabilities. The following Web site has additional information about disability accommodation.

https://www.brockport.edu/support/policies/adopted/emsa_sas_accommodation_appeals.html

Title IX Compliance Statement: Sex and Gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at <https://www.brockport.edu/about/titleix/>. Confidential assistance is available on campus at Hazen Center for Integrated Care and RESTORE. Faculty are NOT confidential under Title IX and will need to share information with the Title IX & College Compliance Officer. For these and other policies governing campus life, please see <https://www.brockport.edu/support/policies/student.php>.

Statement of Non-discrimination: “The College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the college community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.”

Statement of Equity and Open Communication: “I recognize that each class I teach is composed of diverse populations and am aware of and attentive to inequities of experience based on social identities including but not limited to race, class, assigned gender, gender identity, sexuality, geographical background, language background, religion, disability, age, and nationality. This classroom operates on a model of equity and partnership, in which we expect and appreciate diverse perspectives and ideas. If anyone is experiencing exclusion, intentional or unintentional aggression, silencing, or any other form of oppression, I encourage open communication with myself and/or the class as a whole.